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ABSTRACT

The content and organization of nine courses taught at LaGuardia Community College's International High School are described by members of the faculty. The courses offer the limited-English-speaking school population an opportunity to learn English intensively through content area instruction. The subjects of the courses described include research and decision-making, world literature, drama, international studies, personal and career development, physics, computer science, fundamentals of mathematics, and student government (for elected representatives of the school government). For each course, the purpose and approach are described, skills to be developed are specified, instructional strategies are delineated, and class activities are suggested. Notes on materials and student evaluation are included, and sample assignments are also appended. (MSE)

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Curriculum Materials
Developed
for use
at

The International High School
LaGuardia Community College

The International Approach

Learning English Through Content Area Study

VOLUME 2

FL017814

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The International High School
at
LaGuardia Community College
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Preface

"Each patient carries his own doctor inside of him. They come to us not knowing that truth. We are at our best when we give the doctor who resides within each patient a chance to go to work." The educational application of this insight, attributed to Albert Schweitzer, results in a powerful pedagogical principle: that good teaching involves making students aware that they are their own best teachers. Effectively accomplishing this mission enables our students to become lifelong learners.

The International Approach: Learning English Through Content Area Study , Volumes 1 and 2 embody this philosophy and reflect the practices that have made The International High School a special place in which to teach and to learn. Prepared under the direction of the Faculty Curriculum Committee, this bulletin is the product of the same collaborative process which forms the basis for the delivery of instructional services at our school. It documents the efforts of a skilled and talented faculty fully committed to the creation of a learning community where teachers and students thrive and teaching and learning flourish.

It is not our intent to suggest a particular methodology or approach to the complex art and science of language teaching. The diversity of limited English proficient students in our schools and the differences inherent in their linguistic, cognitive, and cultural needs and abilities preclude such an endorsement. Rather, it is our hope that the materials contained herein will lead to insights which will enable our colleagues at all levels of instruction to establish a new measure of excellence in their work with limited English proficient students.

On a personal note, I wish to take this opportunity to express my admiration for the faculty of The International High School. They have demonstrated that, given the freedom to be creative and the resources to get the job done, great things can be accomplished for the benefit of the students we serve. It has been a source of tremendous pride for me to be associated with the outstanding work of such gifted and dedicated professionals.

Eric Nadelstern
Assistant Principal-in-Charge

Introduction

The International Approach: Learning English Through Content Area Study, Volume 2 is a continuation of an ongoing process of developing and sharing curriculum by the faculty of The International High School. This volume is intended to supplement, expand, and more completely reflect our curriculum and approach.

For those unfamiliar with the first volume, the preface to *Volume 1* and the description of the school are included here to provide a context for these new course descriptions. The introductory comments to discipline areas are not duplicated. In cases where courses are extensions or sequels to courses in *Volume 1*, the descriptions here should be read as supplements to those course descriptions.

The faculty of The International High School, in its efforts to best serve the needs of limited English proficient students, is continuing to address difficult questions. Our third curriculum project will deal with the question: *Beyond high school graduation requirements, what do students need to learn at The International High School?*

As we began to assess the needs of students, questions about the basic structure and scheduling of our school day emerged. We are planning to implement a schedule that will allow students to concentrate on fewer subjects at a time as well as better support collaborative learning. Our commitment is to continue to improve, document, and share *The International Approach*.

The Curriculum Committee directs these collective efforts of the entire faculty and acknowledges the contributions made above and beyond the daily demands of teaching, caring for, and nurturing the students of The International High School.

The Curriculum Committee: 1987-88

Philip Beers
David Hirschy
Christine Maugendre
Elyse Rivin
Kathleen Rugger
Marsha Slater
Thomas Trabka
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The International Approach: Learning English Through Content Area Study, Volume 2 was produced by the professional staff at The International High School during the 1987-88 school year. The faculty Curriculum Committee, chaired by David Hirschy, directed this collaborative effort. Patricia Winter prepared the manuscript. Ronni Green and Marsha Slater edited the manuscript for publication.

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Eric Nadelstern

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The International High School

The International High School opened on the campus of LaGuardia Community College in September, 1985. This collaborative project, jointly sponsored by the Board of Education of the City of New York and the City University of New York, offers limited English proficient students a high school/college curriculum combining substantive study of all subject matter with intensive study and reinforcement of English. The goal of the instructional program is to enable each student to develop the linguistic, cognitive, and cultural skills necessary for success in high school, college, and beyond.

The International High School has replicated successful strategies and practices developed at LaGuardia's Middle College, a public alternative high school founded in 1974. All graduates of The International High School are guaranteed admission to LaGuardia Community College. While enrolled in the high school, students may take courses in a variety of areas for both high school and advanced placement college credit. Courses specifically designed for high school students and taught by college professors are available. Students at The International High School are members of the college community, enjoying full use of the facilities including the library, gymnasium, cafeteria, and recreational programs.

The educational principles which underlie the instructional and curricular design of this school are as follows:

1. Limited English proficient students require the ability to understand, speak, read, and write English with near-native fluency to realize their full potential within an English speaking society.

2. Fluency in a language other than English must be viewed as a resource for the student, the school, and the society.

3. Language skills are most effectively learned in context and embedded in a content area.

4. The most successful educational programs are those which emphasize rigorous standards coupled with effective support systems.

5. Attempts to homogeneously group students in an effort to make instruction more manageable preclude the way in which adolescents learn best, i.e., from each other.

6. The carefully planned use of multiple learning contexts in addition to the classroom (e.g., learning centers, career internship sites, field trips) facilitates language acquisition and content area mastery.

7. Career education is a significant motivational factor for adolescent learners.

8. The most effective instruction takes place when teachers actively participate in the school decision-making process, including instructional program design, curriculum development, materials selection, faculty hiring, staff training, and peer evaluation.

Collaboration with the college substantially enhances the capacity of the high school to develop an educational program which embodies these principles.

The faculty members of The International High School utilize *English as a Second Language* techniques as a means of reinforcing English language development and facilitating the acquisition of content across the curriculum. An ESL approach differs from English language instruction provided to native speakers of English. It is distinguished by its attention to: the problems encountered in acquiring a new language, sensitivity to other cultures, and understanding of how the native languages of limited English proficient students compare and contrast with English. ESL stresses the development of English language listening, speaking, reading, and writing skills so that students learn to communicate effectively within the standard spoken and written conventions of the language.

As students move from concrete to abstract levels of language acquisition, teachers present the content in greater complexity while maintaining a level of comprehensible input commensurate with the student's level of English skills development. Collaborative learning strategies encourage students at different levels of English language acquisition and academic preparation to work in small groups as they explore their subject area studies. With the teacher functioning as a facilitator, students are taught to rely upon themselves and each other for revision of written assignments, study and development of

vocabulary, and mastery of content. They are encouraged to utilize their native language skills to support their learning of English and to regard their own cultural backgrounds as well as those of other students as classroom resources to enhance and enrich their learning experiences.

A career/occupational education program serves as a focal point of The International High School. All students participate in an out-of-school internship program for one third of each school year. This graduation requirement allows students of limited English proficiency to investigate careers in business technology, human services, and liberal arts and sciences while providing them with opportunities to reinforce their English language skills and further develop their native language proficiencies within the context of the workplace.

Extended-day study opportunities are provided. Students participate in small group tutorials designed to promote communicative competence in English, reinforce native language skills, extend content area studies, and explore career education alternatives. Extracurricular teams and clubs, as well as an ESL class for parents, are also offered.

Admission to The International High School is open to all newly arrived New York City residents for whom high school placement is appropriate. For admission consideration, students must be limited English proficient (as determined by a test score below the 21st percentile on the English version of the *Language Assessment Battery*), and have resided in the United States for fewer than four years. Junior high school students who apply for admission, in addition to meeting the previously stated criteria, must be referred by their guidance counselors as requiring an alternative educational environment to realize their full potential. Over-the-counter entrants from overseas must be referred by the Board of Education's Office of High School Admissions as students who would benefit from this alternative academic setting.

For the 1987-88 school year, there were 300 immigrant students in grades 10-12 enrolled at The International High School. They came to us from 37 countries speaking 32 languages other than English and ranged in age from 14 to 21 years old. These young men and women represent a broad spectrum of English language proficiencies, native language abilities, literacy skills, and prior academic preparation. Present plans call for the school to reach an enrollment of 400 students in the next school year.

Evaluation results for our first two years have been encouraging. Nearly half of the students who started with us in September 1985 were no longer considered limited English proficient by the end of their first year as measured by the English version of the *Language Assessment Battery*, with 87% showing gains in their English language development. The passing percentage for all classes taken during this two-year period was 86%. There were no dropouts during the 1985-86 school year and 3 students, or 1.6%, during the 1986-87 school year. Average daily attendance for both years was 95%, the highest attendance rate of all high schools in the City of New York.

The International High School received a gold medal awarded by the Council for the Advancement and Support of Education (CASE) in a national search for institutions "demonstrating the greatest effectiveness with a new or improved partnership between a high school and a college." The National Council of Teachers of English (NCTE) conferred "Center of Excellence" status on the school in its nationwide effort to identify exemplary English language arts programs. Competitive grants were awarded by the City University of New York in collaboration with the Board of Education and by the State Education Department to further innovative practices in the areas of faculty development and parental involvement. As a result of these achievements, Public/Private Ventures, a Philadelphia-based research firm contracted by CUNY to evaluate the school, has recommended that the International approach should be replicated in secondary schools throughout New York City.

Research/Decision Making

Course Description

Research and *Decision Making* are courses offered in conjunction by Career Education and Integrated Learning Center teachers. The *Decision Making* course is the last course in the Personal and Career Development (PCD) sequence. Students take this course during the spring cycle of their junior (11th) year. It helps them identify and develop the skills which they will use in their exploration of career possibilities. It also helps guide them in choosing final internships which are more closely related to their actual career goals. Although making decisions is a skill everyone uses every day, it gets little attention until a person is faced with a critical decision, one that has long term consequences. This course provides the means by which students can learn a conscious process for making better decisions.

The purpose of the *Research* course is to develop the skills necessary for writing the research papers required in high school and college. In order to make the course more relevant, it is offered in conjunction with *Decision Making*. There is one term project which fulfills the requirements for both courses. The students are responsible for researching an area in which they will need to make major decisions affecting their lives. The research usually relates to career choices or education choices. Sometimes it involves students in investigating whether or not to return to their native land.

Students in high school, and more often in college, frequently find themselves faced with assignments to "write a paper on...." It is similar to the common assignment "write a book report." Where models are provided, the models are usually of a *product*. Modelling of a *process* rarely occurs. The assumption is that students know what a paper is, know how to develop one, and know how to find the information they need. Usually, there is no point in the curriculum where they traditionally are taught *how* to do research or write a paper.

Likewise, students are frequently asked to make decisions (sometimes affecting the rest of their lives), without being given the tools with which to make those decisions. The decisions may include what movie to see, which of two subjects to take, what college and

career choices to make, or which mate to select. Decisions are based on what you know and what you want. In order to make informed decisions, a person needs to know something about himself, his values and capabilities, and his environment: its opportunities and limitations.

Many of us made college choices on the basis of input received over the course of our entire lives. We knew schools by reputation; our families had favorites; we had some idea of geography; we understood the financial aspects; we knew about "college life." And yet, graduation was still a trauma, and the choices that went with it, agonizing.

Difficult as it is for American teenagers to make serious decisions, it is much more difficult for those new to the culture and the country. Neither the students nor their parents have the backgrounds necessary to negotiate the system effectively or to make informed decisions in the new culture. Additionally, many of the students we teach come from backgrounds in which major decisions are made *for* them by parents, grandparents, or other authorities. It becomes incumbent upon the school to bridge the gap between cultures and to provide both the support and the orientation that is not available to them through the traditional routes.

Skills to be Developed

1. Reading
   - locating source material
   - locating information in the source material
   - skimming
   - finding the main idea
   - getting meaning from context

2. Writing
   - alphabetizing
   - classifying
   - outlining
   - paraphrasing
   - summarizing
   - taking notes
   - making citations
   - developing a bibliography
   - organizing

drafting
revising
proofreading

Strategies

In the spirit of experimentation and of development of worthwhile curriculum, this course was first taught as a collaborative effort. Each *Decision Making* class was paired with one *Research* class. This combination seemed natural, since one necessity for making a decision is to have information, and an aim of the Research class was for students to learn how to find information.

In this course, students engage in decision making processes. The course is made concrete and relevant by having students examine decisions that they would need to make in the near future, decisions that would affect their lives in a serious way.

The procedure we follow is to have students first identify decisions they would have to make. Then they identify what kind of information they need to have in order to make those decisions. They develop lists of questions designed to obtain this information. Most decisions concern *what to do after high school* and involve career and/or higher education choices.

All 11th graders are enrolled in both *Decision Making* and *Research*. The *Decision Making* classes are all taught by the same person; the *Research* classes are divided between two Integrated Learning Center teachers.

Two classes are paired, one *Decision Making* with one *Research*, and designed as a team teaching situation with the same students assigned to a double period with both teachers present in the room at the same time. This class, in effect, sets the tone for the other eight classes so that there is continuity between the two courses; students do not distinguish between them. How can you separate content from process? The result is a team-teaching situation with teachers located in different classrooms.

Learning the process of decision making means learning specific skills. It also means practicing these skills so that they can be applied to

important personal choices, choices that relate to personal problems, educational options, or career opportunities.

The main units are:

Introduction to Decision Making
Values and Skills in Decision Making
Strategy and Application
Gathering Information

Activities

Library visits

Class discussions

Samples of class assignments

1. Define research
2. Identify decisions that may affect the rest of our lives
3. Identify research topics that will provide the information needed to make the decisions in #2

Sample 1: Selecting topics for research

Select topics according to the following format:

1. Select a decision you want to make. In order to make the decision, you will need certain information. "The decision I want to make is...."
2. Identify a topic that you will research to get information you will need in order to make the decision. "The topic I will research is..."
3. Write some questions you will need to answer about your topic. "Questions I will try to answer in by research are..."

Now that you have investigated your career interest and gathered information about the occupation, you are ready to do the rest of your research. In part II of your project, you will identify the schools which offer the programs that will prepare you for your career.

You can use the following sources to find the information you need:

1. *Lovejoy's College Guide* - Use the section entitled "Professional Curricula: Special Programs and Where to Find Them." This section begins on page 17 and tells you the names of colleges in the United States which offer programs of study or courses which prepare you for different courses.

a. Find the field that interests you. Then look for the state in which you want to study. Begin with New York State, since there are so many possibilities.

b. Make a list of the colleges and then look up information about them in section three, "The Colleges."

2. *Barron's Profiles of American Colleges* - After you have made a list of the schools that interest you, you can find information about them and the programs they offer in this book.

3. *Metroguide: Careers* - Use section four, "Programs of Study and Training," in order to get information about a specific program of study or a list of business and trade schools.

4. The Career Resource Library - It has many college catalogs which you can read, and there is also a computer program called *Discovery* which is very useful.

5. Check the book wagon, since there are catalogs from many colleges on it. Also check room MB38.

Sample 2: Preparing for My Career

This is the outline you will follow for the report:

1. Make a list of the schools which will prepare you for your career.

2. Read about the schools and choose at least two schools which you would be interested in attending.

3. Describe each school separately, including all of the following information:

a. What is the name of the school and where is it located?

b. What are the admission requirements?

c. What are the requirements to be accepted in the programs which prepare you for your career?

d. How long will it take you to prepare for your career?

e. What courses do you have to take in order to prepare for your career?

f. How much will it cost?

g. What financial aid is available?

Sample 3: How to use the *Occupational Outlook Handbook*

Researching careers means carefully gathering and studying information about several different careers. There are many sources available and almost all of them can be found in the library in your neighborhood. Which library should you use? You may use the school library, the public library in your neighborhood, and any other library with which you are familiar.

The U.S. Department of Labor publishes three books that will be especially helpful in your career research. These three books are the *Dictionary of Occupational Titles*, the *Occupational Outlook Handbook*, and the *Guide for Occupational Exploration*. In this lesson and activity, you will be learning about the *Occupational Outlook Handbook* and how to use it.

The first requirement is that you must go to the LaGuardia Community College Library and locate the *Occupational Outlook Handbook*. (We will call it the *OOH*.) If you cannot find it, ask the librarian where it is.

1. In what section of the library did you find the *OOH* ?

2. Copy down the library call number from the spine (side) of the *OOH* .

Read and use the information found on pages 1 - 8 to answer the following questions:

3. What is the first step you should take to make a sound (good) career choice?

4. How will understanding your values and goals help you to determine what you are looking for in a career?

5. List any nine job characteristics that you should keep in mind when selecting a job.

6. What can you learn in the following sections of the *OOH* ?

   a) "Nature of the Work"

   b) "Training and other Qualifications and Advancement"

   c) "Employment Outlook"

   d) "Earnings"

7. Most workers receive a variety of employer-paid benefits in addition to pay. What are they?

8. When workers receive part of their earnings in the form of goods and services or payments in kind, what are they receiving?

9. What does the " Related Occupations" section tell you?

10. List four sources you can use when you want more detailed information about a particular occupation.

World Literature 2

Course Description

World Literature 2 focuses on world mythology. It covers subjects such as the creation of the world, the reason for the existence of seasons, the qualities of heroes in different cultures in the past and in the present, and the idea of the underworld and life after death. It also shows how mythology, which we usually think of as ancient literature, still both affects and permeates works of literature and thinking today. As well as reading literature, students write in personal daily journals. They read a novel, write both reading logs and a book report. In order to improve writing, students read and share work with each other. They help each other proofread for ideas and organization as well as for standard English.

First, we discuss the nature and purpose of myths while reading the story of Persephone, which illustrates a theory for the change of seasons.

Then, we read about the creation of the world. In this unit, students are divided into groups and each group reads a different myth about the creation of the world selected from Greek, native American, Guatemalan and Chinese lore. The myths vary in difficulty. Each group is responsible for reading one myth and then making a project and presenting it to the class. They have the choice of writing a play, drawing a comic strip with dialogue, or making a poster illustrating the important scenes in the myth. We then discuss current beliefs about the creation of the world, scientific and religious. We look for common threads between past and present ideas.

We then begin a unit on heroes. Students fill out questionnaires and discuss the qualities of heroes and the differences between heroes and superheroes. They write compositions about heroes or heroines in their own lives. They work in groups and, using writing process techniques, revise and rewrite their compositions several times.

Finally, we read myths or folk tales about heroes from a variety of cultures and discuss differences and similarities between the present view of heroes and that of the past. For this part of the unit, the class reads stories on three different levels of difficulty in English.

Students read a novel for a book report. This is a challenge, but it is very rewarding; many students discover teenage literature and find that they can read a whole book and both understand and enjoy it. They write reading logs for a month in which they talk about what they read. In these logs, they are encouraged to relate the stories to their lives. I ask students to choose a book written by a living writer because the final book report is a business letter to the author.

The final myth we read is the story of Orpheus and Eurydice. We watch the Brazilian movie "Black Orpheus" and see how alive mythology can be today. This is a big success. Throughout, we compare the myth to the movies and discuss the use of symbolism to portray a myth in 20th century terms. Before the completion of the movie, we speculate on whether two such beautiful and loveable people would die in the movie as they had in the myth, or whether the director would change the myth to please the movie public.

Strategies for Limited English Proficient Students

One of my goals this cycle was to figure out a way to teach literature to students with such diverse proficiencies in English. In order to do this, I used materials on similar subjects at different levels. The myths about the creation of the world were from four different cultures, and they were on different levels of difficulty. I allowed students to choose the myth they had read. The more advanced students chose to make puppets and put on a puppet show or to have detailed posters which they used to illustrate the telling of the myth to the class. The beginning English students made some wonderful comic strips illustrating the story. I told their stories to the class using their illustrations.

When we read stories of heroes or heroines, there were three different levels of difficulty. On each level, students could choose what to read. This allowed everyone to have an opinion on the topic *heroes* without demanding the same level of reading. Some students chose to read alone and some chose to read aloud in a group of two or three. Then each student discussed what he/she had read with a partner with the help of general questions about the qualities of heroes or heroines.

When I grouped students last cycle, I usually grouped two students who had some mastery of English with a student who had little mastery. This time I followed the same procedure for writing groups, but for reading groups I grouped according to level of ability in

English. The advantage of this change was that students who had been dependent on others before, found they had to take a leadership role in their group now. In the more advanced group, students who had been leaders might find themselves dependent on others. This shifting of roles is important and supports the idea that groups should change for each project so that students do not get locked into a certain role. In this way, each person can experience both the role of leader and of dependent.

A mixed-proficiency group setting was important as an audience for student writing. Our major writing projects (the hero or heroine composition and the letter to the author) were all read, discussed, and then rewritten and reread at least twice by several people. This enhanced many skills and improved critical reading and thinking. Since students read each other's work and were expected to comment on the ideas, they had to understand or ask questions if they didn't. This method also improved writing, because the writer knew that in addition to the teacher, his peers would comment on his work. Since I had these students before and used the same method for teaching writing, they were familiar with this method and were better able to help their group members.

I think an important component of this method is that the work of the students has an audience. In the first cycle, the audience was the writing group as well as the entire tenth grade through a class publication. This cycle, the audience for student writing was expanded to include the authors of the novels the students had read, since the book report was a letter to the author. At some point, I would like to publish a booklet of reviews which other students could use to help them decide what they would like to read.

Evaluating Student Performance

I evaluated student performance through the group project and individual compositions, memory logs, and letters to the author. I kept all the drafts of the reports and compositions and evaluated them to see the work that was put into each task. I evaluated students based on a combination of improvement and level of ability to communicate in English.

Group projects on the myths and written responses to "Black Orpheus" were also important. Although I did not grade or correct journals, I responded to them and gave credit for daily entries.

Teacher Evaluation

I was pleased with the idea of varying the criteria for forming groups. The advantage of some homogeneous grouping is that students can all work on the same task at their own pace. It also allows students to bring different points of view on the same topic to the rest of the class, and it allows students to vary the roles they play in a group.

One area with which students have difficulty is reacting to literature by relating it to their lives. It is a common problem for students just to retell the plot, although fewer students did this in their reading logs. I think I should have students practice reacting and questioning throughout the course so, when they need to write their own opinions in the book report, they will be experienced in this skill. Writing a letter to an author about the book is a fantastic idea. Book reports are often meaningless exercises. This one is not. Everyone wanted to communicate his/her feelings clearly.

Materials

The following are samples of materials distributed to students during this course. They are: 1) book report instructions, including specific instructions and a sample of correct business letter form; 2) essay examination; 3) group work instructions; and, 4) evaluation sheet for presentations.

1. *Book Report*

This report is to be written as a letter to the author of your novel. Most of you have read books by authors who are still alive. Those letters will be sent. Some of you have read authors who are not alive. Those we will keep.

We will begin writing on Monday, February 2. Anyone who is not ready to begin writing that day should bring his book to class and read. His or her mark on the report will go down one letter grade for each day he is not prepared to write. To begin writing you should have the book (or the title, the author, and the publisher). You should also have your reading logs. These will give you ideas for your report. There will be time to write and rewrite.

The Letter

Here are some sample questions to use for your letter. These questions are suggestions only. If you choose to use some or all of them, be sure that you use them logically. That is, be sure that your letter sounds like a letter and not like a list of questions or comments.

1. Tell the author what you learned from the book. Explain and give examples from the book.

2. Tell the author who you would recommend the book to and why.

3. Tell the author if the book kept you interested. Explain why or why not.

4. What questions would you like to ask the author? These may be questions about why a character did something or did not do something, or why something happened or did not happen. These could be about the author's life. Maybe you want to know how much of the book was from the author's life. Ask your questions and give your reasons for asking them.

5. Tell the author what satisfies you or does not satisfy you about the ending. Explain and give examples from the book. Can you suggest how to change it? Could you, the reader, recommend a continuation (called a sequel) of this book? If you could, what would it be like? What would it contain?

6. Are there any questions left unanswered when you finished reading the book? Ask the author your questions (like "What ever happened to _____?").

7. Tell the author which character you liked the best or least. Explain why. Give examples from the book.

8. Was there a charactor who reminded you of yourself or of someone you know (like your mother, sister, brother, best friend, etc.)? Tell the author about the real person. Then show the author how that real person is like the character in his or her book. In other words, compare the real person with the character in the book.

9. What seemed most real about the book to you? Why? Tell the author what it was and give him or her examples from the book. That is, explain why you think that part is very real.

10. What part was funny, exciting or boring to you? Why? Tell the author which were your favorite parts and explain why. Give examples or reasons from the book.

Reminders:

This is a letter to the author of your book. Do not tell the author the plot. He or she wrote it, so he or she is an expert. The publisher has read it, too. Talk about the book in your letter as if the person who is reading the letter knows the book. He or she does!

Think of the author's feelings. Don't tell him the book stinks. If you want to point out something you did not like in the book, write it the way YOU would like to read about something important to you that someone did not like.

Above all, remember that this is a letter to your author. Most of you will mail it to the author. Before it is mailed, your fellow students will help you to revise and proofread the letter. Then I will correct and grade it. Always remember who you are writing to: your author.

Sample of correct business letter form

110 Henry Street
Brooklyn, New York 11201
February 12, 1987

Ms. (Mr.) H. Student
c/o LaGuardia Community College
31-10 Thomson Avenue
Long Island City, NY 11101

Dear Ms. Student:

This letter is written for three reasons:

1. *To show the correct form of the business letter.* Your letter to the author will look like this, but the addresses will be different. This is how all formal letters or letters about business are written.

2. *To tell you what to do today.*. By the end of the period, two people should have proofread your letter. They answered the questions on your proofreading sheet. They gave you advice on how to rewrite your letter. Now you must look at their suggestions. If they are good suggestions, follow them. Do what they say and rewrite your composition. If you do not like a suggestion, tell the reason why on your proofreading sheet.

Perhaps you would like more advice. If so, you may ask another person to proofread.

3. *To remind you of the homework for Tuesday* . By Tuesday, you should have rewritten the letter. If you did not finish in class, you will need to do this at home. On Tuesday, we will put your changes on the computer.

Also, remember: you need the author's address. Look at the paper on book reports to find out how to get it. If the author is dead, find out the address of the publisher. Everyone writes a letter with addresses.

I hope you have understood what to do. If you do not understand, ask the teacher or a partner.

Sincerely,

Ms. Kathleeen Rugger

P.S If you finish everything in class today, help another student who has not finished; or choose a magazine, read one article, and write a paragraph telling your feelings or opinion about what you read.

2. *World Literature Examination*

Choose one of the following to write about. This is your test essay on the creation myths.

1. Choose one of the myths of creation. Tell which one you liked the best. Tell two things you liked about it.
(Highest mark: B)

2. Write about the story your group worked on and write about one other creation myth. Tell two things you did like or did not like.
(Highest mark: B)

3. Look at two of the stories of creation we have read and discussed. What important similiarities do you see? What interesting differences do you notice? What conclusions can you draw?
(Highest mark: A)

4. Compare one of the myths we discussed to one of the current beliefs on how the world was created. Show at least two similarities and differences. Tell which is most believable and why?

(Highest mark: A)

Note: Everyone must answer the following questions:

1. How did you feel about working in your group? Discuss the things you liked and those you didn't.
2. How did you feel about this project?

How was the world created? Where do people come from? Even today people do not agree on this subject. We will be reading four different points of view from China, Guatemala, ancient Greece, and a native American tribe. Before we do, write down your version of the creation of the world and its people. How do you think the world was created?

3. Group Work

Each group will do the following and finish with a project that will be shared with the class.

1. Read your myth.

2. The group will decide: Who are the important characters? What do they look like? What do they mean? What are the important events in the story?

3. The group will choose one of the following to be presented to the class on _____.
   a. Write a play showing what happened in the myth.
   b. Draw a comic strip with dialogue. There should be four pictures for each person in the group.
   c. Make a poster for each person in the group.
   Each poster should show important scenes. The posters will be used to illustrate your myth as you tell it to the class.

4. Evaluation Sheet

Was the speech well-organized? Did everyone know his/her job?

Suggestions.

Was the myth told in a way that you understood?

Suggestions.

Were all the important facts covered?

Group members **Jobs**

Overall mark

Drama

Course Description

Drama is an enjoyable way to learn about the mysteries of theater: acting, body movement, script writing, stage design, and publicity. Students explore the basic elements of drama by reading and writing dialogues, examining conflict and character, and experimenting with acting techniques like mime, theater games, and speech projection. For the culminating activity, students stage their own play.

This course is refreshing because it is such fun. We start with theater games and mime which establishes a new acting persona for students. This also frees students from the difficulties of English and gives all students a common language : body language. Using these techniques, we explore characterization by selecting characters and becoming them.

To provide a theoretical foundation, students study types of drama : drama, melodrama, satire, tragedy, and comedy. In addition, they examine the components of theater such as scripts, props, costumes, stage direction, and publicity. This helps them develop a context and also gives them a common vocabulary.

The first part of the cycle is devoted to developing dramatic skills; the second half focuses on creating a final product. In creating their own plays, students not only write the script, but also provide props, costumes, music, publicity, and posters to go with their scripts. As the cycle progresses, students become increasingly confident of their ability to read aloud, write dialogue, and perform.

Strategies for Limited English Proficient Students

I see drama as a perfect vehicle for language acquisition because communication is conveyed through verbal and physical interaction. As this is best accomplished through collaborative work, students often work in groups which are sometimes of their own choosing and sometimes assigned. The ideal group includes students with varying language proficiency; those with less English are matched to those more advanced within their own or other language groups. In one group of four, this means that the two more advanced students write a script, one intermediate student uses his/her understanding of the

script to create an effective poster, and the beginning student is able to use his/her understanding to develop an appropriate costume for his/her character.The entire group then memorizes their lines and acts them out.

Another benefit of using groups in *Drama* arises from the group process. Not only is group work an effective means to organize students, but it also is a forum to share ideas and thus students come to appreciate different points of view. This means that characters are automatically understood from different perspectives and this adds to the depth of character development.

Additionally, group work provides an opportunity for peer tutoring which reinforces understanding. It also clarifies for the teacher what is not understood by the class as well as allows students to contribute their talents to the group so that different tasks are accomplished creatively. Because of this flexible approach to the work, students feel good about themselves and take risks that they might not take alone.

In groups and individually, the major activities are performance and dialogue.

Performance

Performance activities include reading aloud expressively, memorizing dialogues, and using appropriate body language. In addition, teamwork and imagination are stressed. We do this through:

choral reading
mime/theater games
poetry reading
speech games
impromptu skits
dialogue reading from published and students' scripts

This activity is provocative and creates some anxiety in an otherwise nurturing atmosphere. Performance provides a healthy contrast since students must polish skills and implement concepts to the best of their abilities.

Dramatic performance always includes an audience. For those in the audience, there is a natural focus on listening. This is well

rewarded by an entertaining show from those performing. The passive listening is also evaluative since students in the audience become the next performers who are learning from each previous model.

Dialogue Writing

Dialogue writing is usually done in pairs, or groups of three or four. The process is non-threatening for students since it is patterned on their own daily interactions as well as on what they hear on television and see in films. Dialogue writing also enables students to participate in their groups according to their level of proficiency. Through their understanding of dramatic conflict and character development, they are able to examine communicative competence, i.e. what is the appropriate thing for a character to say within a particular setting. Dialogue writing gives them continual practice in the craft of writing, drawing upon vocabulary, grammar, spelling, punctuation, and word order.

Examples of Writing Assignments

1. Point-of-view writing - A dramatic and familiar situation from *No Hot Water Tonight* is read. Students are asked to continue writing the script from another point of view.

2. Assigned situation - Students are given a dramatic situation which we explore. Students are divided into groups and each student becomes a character who helps to write a collaborative dialogue. (Examples: a cross-cultural dating conflict; a teenager comes home late from a party.)

3. Assigned conflict - Students are asked to project characters and setting onto a given conflict. For example, one conflict might involve a door where people want to enter and other people on the other side are resisting.

Evaluating Student Performance

I evaluate students and they also evaluate each other.

During the first marking period, I administer exams which test students' understanding of vocabulary, ability to write dialogue, comprehension of readings discussed in class, and application of concepts. The exams are leveled so that students with different English language proficiencies can succeed. The sections of the exams are:

vocabulary in context
true/false
multiple choice
essay writing
matching
interpretation or design of illustrations

During the second marking period, I give a quiz in which students are asked to write essays evaluating class publicity. I also require a final project for which students work in groups, dividing their own group grades. This counts for half their final grade. For this project, students are asked to construct a full plot with dialogue, conflict, and character and to show setting through props, scenery, and costumes. These are all drawn from imagination using dramatic concepts learned from classwork.

Other general criteria for grading include classwork, homework, participation, and punctuality.

Materials

A sampling of course materials follows below.

Term Project Requirements (student handout)

This cycle we have studied, acted, mimed, created, and have had fun with Drama. Now it is time to see what we have learned.

You will be working in a group to create your own play. Together with your group, you will use your own ideas to create a script as well as to complete the other tasks I have listed below. This term project will be one half (1/2) of your final grade. Also, your grades for this project will be decided by your group. This should help everyone to work hard and give it their best.

When you are ready to present your play in June, we will invite an audience and videotape your performance.

Good Luck!

Tasks

Choose a director for your group. The director will get extra credit.

a. Script Each group will decide on a conflict, a character for each member of the group, and a plot. The plot must have a beginning, a middle, and an ending.

You must write the dialogue and include stage directions and narrator's voice. When the script is final, it must be typed with a copy for everyone.

b. Props You must decide what props you will need in your play and have them ready when you present. Also, include a list of props at the end of your script.

c. Costumes Each character must have a costume that fits the character. (For example, a housewife could have an apron and a businessman could wear a tie and jacket.) Include a list of costumes at the end of your script.

d. Music Decide on a tape to play that fits your story. The music could be played at the beginning before the play begins while the audience is waiting; the music could be included in the play. (For example, if a character is a teenager, she/he might listen to rock 'n roll.)

e. Posters Design a poster that advertises your story. The poster should fit the story and say where and when the play will be presented.

When your group is ready to perform in June, all group members must memorize their parts. You cannot hold the scripts and read from them.

Curriculum Covered

1. Non-verbal theater games and skits

2. Dialogue reading and acting from *No Hot Water Tonight and Double Action Plays*

3. Point-of-view writing

4. Dialogue writing

5. Study of, and activities with, elements of script
This includes: character, conflict (internal and external), setting, plot, narrator's voice, costumes, props, set design, and publicity

6. Conversion of narrative to dialogue

7. Special techniques for speaking, acting, and memorizing

8. Vocabulary expansion

9. Poetry reading

10. Values clarification

Sample Unit Activity for Point-of-View Writing
(extended over one week period)

1. Read aloud "Let's Find Some Girls" from *No Hot Water Tonight*. This is a dialogue between two boys at a bar discussing two girls.

2. Discuss boys' point of view. (Values clarification)

3. Gather girls in group who then write a dialogue on chalkboard from girls' point of view.

4. Class acts out both parts.

5. In groups, class writes and acts out dialogue of girls and boys talking together at a table in the bar.

6. On posterboard, groups design publicity for entire script.

7. Students individually evaluate posters in writing, based on effectiveness. They also list props and costumes and draw a scene to show setting. This is marked as a quiz.

Global Studies 3

Course Description

In *Global Studies 3*, the main theme is "Conflict in the 20th Century." We study concepts related to conflict such as competition, violence, kinds of conflict, and resolution of conflict. As a whole class activity, we apply the concept of conflict to World War I. Then, as a small group or individual activity, the students choose and analyze a 20th century conflict of their own native country.

The purpose of beginning the cycle with concept study is to equip the students with a tool that will enable them to study and learn about the different conflictive situations of our era, as well as to examine their own personal conflicts.

The goal is to lead them to an awareness that it is possible and desirable to resolve conflict in non-violent ways.

Strategies for Limited English Proficient Students

During the last cycle of the Global Studies curricula, I want students to gain awareness of three things. First, as immigrants and as teenagers, they are going through two conflictive processes in their personal lives. Second, in accordance with one of the stated goals of our school, students learn more about their own native land by applying the concepts studied in class to those countries. And last, they are entitled to their own opinion as is everyone else; therefore, opinions and judgments should have a solid basis of analysis and comprehension.

The following selections will illustrate some of the ideas and concepts mentioned above.

I. Was Imperialism good or bad?

Objectives:

1. To define value words
2. To identify value words in given sentences
3. To write value sentences using sentence starters
4. To explain a personal position with regard to a value statement

Strategies:

1. Write specific value words on the board. Discuss each word with the class, making sure to clarify words with multiple meanings. Vocabulary: fact, opinion, value, right, wrong, superior, justify, duty.

2. Give students a list of sentences that contains the *value words*. They must identify the words and then try to explain what each sentence means. Keep in mind that if the sentences are related to something they have already studied, the task will be that much easier.

3. Using sentence starters, have the students write sentences that include *value words*. Their sentences must be different from the examples already studied.

Value words	Sentence starters
right	China was...
justify	The Monroe Doctrine...
duty	The British had...
superior	Europeans thought they...
wrong	Africans were...

Examples:

The Monroe Doctrine justified the USA becoming involved in Latin America.

It was wrong for the Africans to want their freedom.

One way of correcting this work is by dividing the class into small groups. The members of each group interchange and check each other's work. Then they choose the best sentences and write them on the board. The whole class copies the sentences into their notebooks. These sentences can later be used either in another instructional unit, or in a quiz/test. The students like this because they can recognize their own work.

4. Using students' sentences, have them think about their own opinion regarding the content of the sentences: Do they agree or disagree? Why? To give the activity a visual component, design a number line on a strip of paper with negative/positive symbols next to each number. Students choose to stand under the number that best illustrates his/her opinion. A debate is usually generated as a result of this exercise which helps the students' oral communication skills.

NOTE: This instructional unit can be used as a bridge between cycles in that it uses the main theme of the previous cycle as a context in which to apply a skill that is repeatedly utilized in this course.

II. What were the fundamental causes of World War I?

Objectives:

1. To depict visually one of the causes of WWI
2. To explain the meaning of their project to the class

Strategies:

1. After discussing the fundamental causes of World War I, students will demonstrate their comprehension by choosing one of the causes and creating a visual depiction of it. Students are allowed to work by themselves, or in groups of two or three. I provide them with the instructional time to do the assigned work.

2. In order to add excitement, I structure the activity as a contest in which the class itself has to decide which of the projects works best by capturing the concept they had chosen. The winners are then exhibited on the classroom's walls. Since they all work on

the same task, students from all the Global Studies 3 classes show great interest in each other's work.

III. "The War to End All Wars."

Objective:

1. To write creatively about World War I within a given format

Strategies:

1. As an end-of-unit activity and as part of their evaluation, students are asked to imagine that they are one of the following:

   a. A soldier in the trenches writing in his journal
   b. A wife working in a factory during the war writing a letter to her husband who is a soldier in the war
   c. A general giving a speech to his troops, encouraging them to continue fighting
   d. A father having a conversation with his children about his experiences in the war

2. Students have to break down the task into four steps:

   a. Choose the writing format (see above)
   b. Brainstorm ideas and words that come to mind when thinking about the topic
   c. Write the first draft (for proofreading)
   d. Write the final draft (to hand in)

3. After the works are corrected and graded, and with the students' permission, some of the individually written pieces are read in front of the class by the teacher or copies are passed around to be read by classmates. Creating a "book" of the written pieces can also be very rewarding for all students since they like their work to be "published."

IV. What is the nature of social conflict?

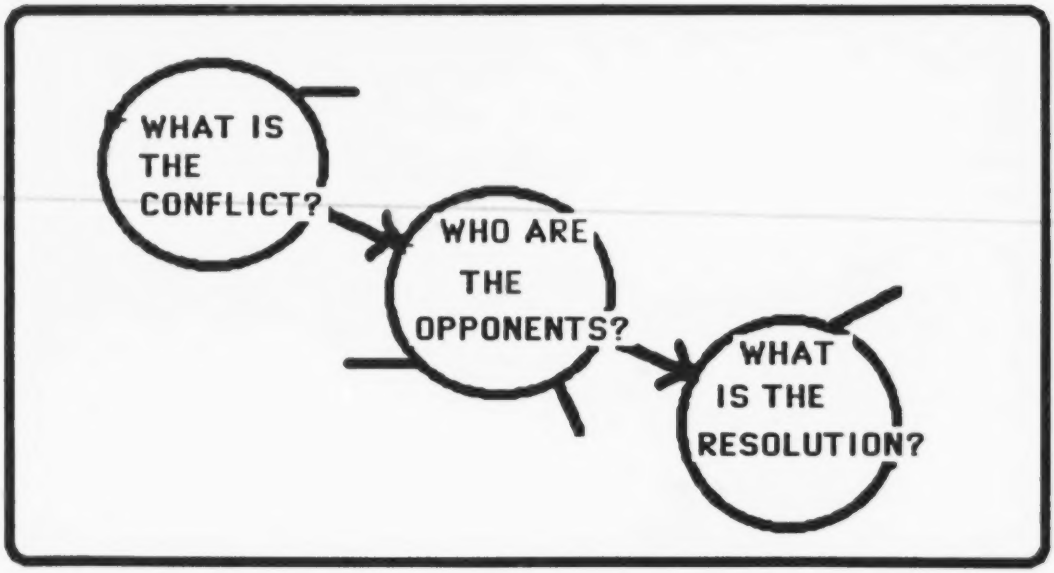
Objective:

1. To develop the basic concepts of *conflict*, *opponents*, and *resolution* by formulating and classifying related questions, ideas, or words

Strategy:

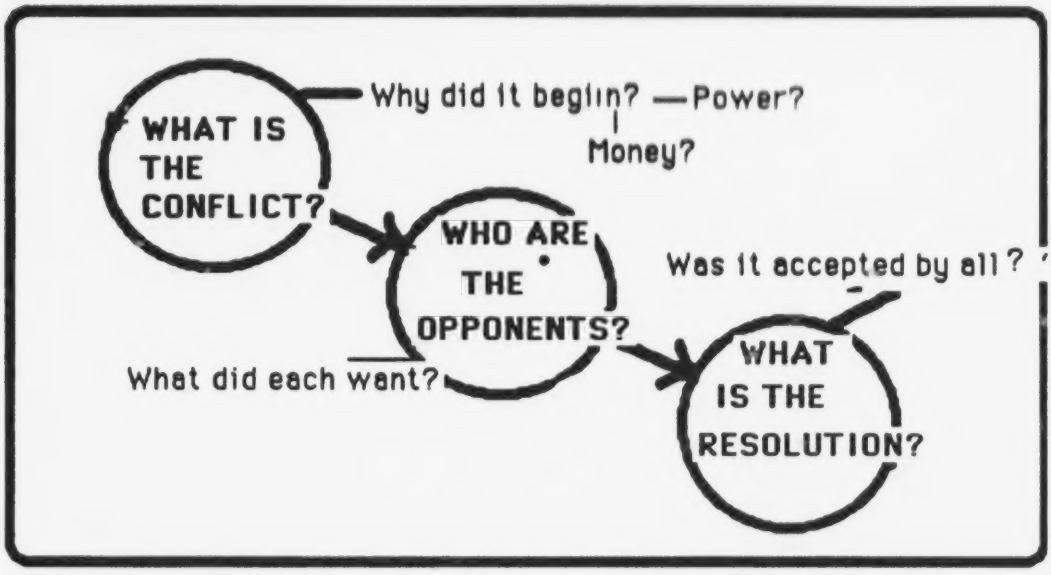
1. A semantic map has many applications. In the middle of a unit, I use it as a way to have students review what has been studied before, and also to make them predict new and related concepts.

a. On a big sheet of paper attached to the board, write down the three basic concepts already familiar to the students from previous lessons.



b. Ask students to study the questions they see on the paper and to think of other questions, ideas, or words that come to their minds.
c. Once they start generating new words, they must place these in the category where they best belong.

Example of a Semantic Map


WHAT IS THE CONFLICT?
Why did it begin? — Power?
Money?
WHO ARE THE OPPONENTS?
What did each want?
Was it accepted by all?
WHAT IS THE RESOLUTION?

d. Elicit from students examples of personal conflicts and have them analyze these conflicts by using the questions on the semantic map.

V. Conflict and its resolution

Objectives:

1. To identify an important conflict that has occurred or is occurring in the students' native countries during the 20th century
2. To analyze the conflict, suggesting possible causes and resolutions
3. To evaluate the method of resolution of the conflict
4. To suggest alternatives to violence or war for resolving conflict

Strategies:

1. Provide students with a module containing all the information necessary to complete the project.

2. Familiarize students with the content of the module:
    a. The final product is to be the front page of a newspaper with a headline, a headline story about a conflict in your native country, a map, and either an editorial or a cartoon.
    b. The front page should be presented in one whole piece, not as papers clipped together. It should be done on construction paper or oaktag with your headline, story, map, editorial, or cartoons pasted on it.

3. Materials made available to students:
    a. Global Studies textbook
    b. Other history books, available in class or from library
    c. Newspapers from students' native countries, or from America

4. Schedule of work for students:
    Day 1. Explanation of final project; begin selection of conflict
    Day 2. Classroom work on headline story
    Day 3. Proofreading of story in class; begin writing headline; headline story should be finished
    Day 4. Headline due; map-making
    Day 5. Writing of editorial or drawing of cartoon in class
    Day 6. Proofreading; wordprocessing; paste-up work
    Day 7. Final report due; presentation; class party

5. Explanation of the evaluation criteria for the final product:
    a. Students choose to do their final project alone. This means a lot of work, but it also means that they alone get all the credit for their work.
    b. Students can choose to work in a group of three. Each will do only part of the work. I will give the project a grade which will be multiplied by the number of students in the group. Students then negotiate how the grade will be divided.

6. Explaination of the steps for constructing a headline story:
    a. The goal is for group members to write a narrative summary that contains a conflict. The more information you include, the better the summary.
    b. Choose a conflict that interests you.

c. Find more information about the country. This is called background information and helps the reader to understand why the conflict began. The answers to the following questions can be helpful:

What was happening in the country politically?
What kind of economy does (or did) the country have at the time of the conflict?
How was the society divided economically? Were there only the rich and the poor or was there a middle class?

d. Now you can concentrate on your chosen conflict.
What is (was) the conflict?
Who were the opponents?
What did they want?
What kind of conflict did they have?
stable/unstable? Why?
realistic/non-realistic? Why?
organized/disorganized? Why?
personal/impersonal? Why?
over resources? Why? (Which ones?)
over positions? Why? (Which ones?)
over values? Why? (Which ones?)
How was the conflict resolved?
What kind of resolution was it: prevented, ended, or settled?
How was it settled-procedurally (step-by-step) or violently?

7. Explain steps for constructing a headline:
a. Definition: the headline is printed in large letters above a story in a newspaper; it is a main point or idea in the news.
b. Before you write the headline, you must have written your story.
c. Once you have your story, think about the main idea of your story. What do you think will attract attention? As you write the headline, stick to content words with subject/verb/object (s/v/o) or stubject/verb/predicate (s/v/p) structure. NOTE: It may be helpful to study newspaper headlines for a few days to become familiar with good models.

Examples:

BEAR KILLS CHILD

METS WIN SERIES

U.S. SHIP ATTACKED BY IRAQ

GARBAGE BOAT BURNS

8. Explain steps for constructing an editorial:
   a. Definition: a part of the newspaper giving an opinion of a problem or an event.
   b. After reviewing your story once more, decide whose side you on.
   c. Write a short paragraph giving your opinion. You can include your suggestion for an alternative way of resolving the conflict.

9. Steps for drawing a cartoon:
   a. Definition: a humorous drawing dealing in a funny (satirical) way with something of interest in the news.
   b. Think of the conflict you chose. Find a way to make one or both of the opponents look funny. Your opinion of the conflict will help you decide who or what you want to make fun of.

Evaluating Student Performance

Students in Global Studies 3 are evaluated on the basis of their participation in classwork and activities; completion of assigned homework; and performance on tests, quizzes, and projects. Very frequently, projects are assigned in lieu of tests. Quizzes are principally used to evaluate acquisition and mastery of critical thinking and social studies skills, such as comparing and contrasting, sequencing, identifying cause and effect, making charts, and working with maps. Homework is used as a means of reviewing classwork and/or preparing for the next day's class. Because we are sensitive to cultural differences, class participation is not limited to speaking. It can take other forms such as small group work or work done at the chalkboard, or at one's seat. Participating orally is always encouraged as a way to improve language skills.

Materials

Hickman, W. L. , & Grove, C. L. (1978). *More means less: Conflict and its resolution*. New York: Macmillan.

Holt, S. , & O'Connor, J. R. (1986). *Exploring world history* . New York: Globe Book Company.

Perry, M. (1985). *A history of the world*.. Boston: Houghton Mifflin.

Personal and Career Development 2

Course Description

Personal and Career Development 2 is a continuation of *Personal and Career Development 1*. In *PCD 2*, students apply what they learned in *PCD 1* while learning job acquisition skills.

Throughout the course, "work" is the main focus of *PCD 2*. Students learn vocabulary that is often used in the work place. They become aware of what they need to do to get a job. Among the practical skills students learn are:

Application forms - Students learn how to fill out application forms properly. In a demonstration of this skill, students who do not have social security numbers fill out the necessary application forms and all students fill out application forms for working papers, a requirement for internship.

Resumes - Students use their personal histories, abilities, and interests that were explored in *PCD 1* to help them in the writing of their resumes in *PCD 2*. They learn what information is included in resumes and the correct format of this information. They use the word processor to create their resumes which they present to prospective internship supervisors at the time of their interviews.

Students are introduced to the concept of "internship." They are reminded of specific requirements they must fulfill in order to obtain an internship. Students read the internship handbook which answers various questions about the internship program, explains the procedures that the students will follow, and clarifies their rights as interns.

Students select their internship assignments from a catalog. The positions offered to students in this catalog are listed with the following information: job title, address of the company, qualifications, and duties. Students are reminded to select their internships according to their interests, abilities, and future goals. They are asked to make realistic choices. They are also asked to write several specific objectives for their upcoming internship.

The teacher meets individually with all the students to discuss their internship choices. Because students sometimes overestimate or underestimate their qualifications, they are asked to reconsider their selections when the teacher feels they are choosing an internship that is not in accordance with their ability level or their interests. Another important reason for meeting with each student is that their parents often influence their choices. Thus, sometimes the internships they select may not be the ones they would independently choose for themselves.

In *PCD 2*, students also learn the importance of job interviews and how to be successful on an interview. They learn rules of behavior such as how to present a proper appearance and how to address the interviewer. They also view a video that shows two job interviews being conducted. They are asked to put themselves in the role of critic and to decide which interview is successful and which isn't. Then they give the reasons for their assessment. Students also practice mock interviews in the classroom by role playing various interview situations. The career education coordinator takes the part of the interviewer. This is especially effective because the students are not familiar with him/her.

Another facet of *PCD 2* is the exploration of personal values and the self-awareness of how students actually satisfy these values. They enter into discussions and reflect upon their values. They become aware of how values affect their behavior.

Students also work on writing their autobiographies. They bring books to the class that are either biographies or autobiographies. They compare the books and define what an autobiography is and what should be included in one. Each student writes his own outline for his autobiography.

Strategies for Limited English Proficient Students

Discussing the world of work is something few students have had a chance to do by this point in their lives. One of the first things to cover in *PCD 2* is the vocabulary associated with getting a job. Students define job titles and classify jobs into career groups. They learn the types of behavior expected by employers.

Reading activities done in class are tailored to students' levels of English. They are given either advanced or simplified reading materials.

Videotaped interviews are used in class. Students discuss these interviews and arrive at conclusions about acceptable behavior. For many students, an interview with a stranger is a new and frightening experience. Role playing is used to reduce their level of anxiety about speaking in English with an interviewer.

Students support each other in the different class activities. They work collaboratively to write their resumes and then to enter the information into computers. They also help each other to select their internships and to practice job interviews.

Evaluating Student Performance

Students are evaluated through class participation and homework assignments. Their readiness for internship is based on the quality of their resume, internship objectives, and preparation for an interview.

Physics 3

Course Description

Physics 3 is a course in electricity which is designed to follow *Physics 1* or *Physics 2*. Students perform experiments in which they learn the concepts of voltage, current and resistance, and the relationships among them as expressed in Ohm's law. After studying the properties of series and parallel circuits, students select and build simple electronic devices. These devices range from alarms and proximity detectors to strobe lights and AM-FM radios. There is a continued focus on small group work and experimentation as the means to learn both physics and English.

The following introduction, written for and distributed to students, sets the context for the course:

Introduction to Electricity

In this section of physics, we are going to learn about electricity and magnetism. As Paul Hewitt states,

> Electricity in one form or another underlies just about everything around you. It's in the lightning from the sky; it's in the spark beneath your feet when you scuff across a rug; and it's what holds atoms together to form molecules. The control of electricity is evident in technological devices of many kinds, from lamps to computers. In this technological age it is important to have an understanding of how the basics of electricity can be manipulated to give people a prosperity that was unknown before recent times.

In the first part of the course, we will learn the basic rules that govern electrical charges. We will find out that Coulomb's law for electricity looks surprisingly like Newton's law of gravitation. In atoms, protons are fixed inside the nucleus. Since electrons are the particles which move easily, electricity mainly considers electrons and their motion. Some materials allow electrons to flow freely through them and are called conductors. Metals are good conductors. Some materials do not allow electrons to pass through them and are called insulators. Glass, rubber, and plastics are good insulators.

The most useful applications of electricity come from being able to control it. For example, the control of electricity results in motion, sound, radio, TV, and light. The control of electricity is accomplished with resistors, transistors, and capacitors in electrical circuits. After we learn about Ohm's law which explains the flow of electrons, we will construct some simple and useful electrical circuits.

Electricity and magnetism are intimately connected. The motion of electrons creates magnetism. The motion of magnetic fields creates the voltage or pressure to make electrons move.

There are many new words which we will add to our vocabulary. We will be able to understand how a radio can intercept the invisible waves present in this room now. You will begin to understand how many of the electrical things around you work.

The structure of the class is similar to the first courses in physics. There will be textbook, laboratory, library, vocabulary, and listening activities.

Strategies for Limited English Proficient Students

Physics 3 is based on and is an extension of the strategies outlined in *Physics 1*. Students continue to engage in activities that provide contextual practice in reading, writing, listening, and speaking. Some slight shifts in emphasis are incorporated.

Students write in their logs less frequently, are given larger blocks of time for this activity, and are expected to write in more detail about their progress in physics. Students are encouraged to write more precisely in their laboratory reports and other written work.

Emphasis is on working in groups to solve problems that arise in completing the experiments. When groups complete experiments, the instructor asks students detailed questions about their results.

Students have the opportunity to contribute questions to their exams. This is highly motivational. Some students contribute quite complex and demanding questions. They work on questions with partners and submit the questions on cards with the solutions on the back.

Evaluating Student Performance

In *Physics 3*, students are graded on both the quality and quantity of work completed. Each student keeps a folder with all of his/her work. As tasks are completed, they are checked by the instructor. At this point, corrections and/or changes may be requested before credit is granted. Half of the grade is determined by the number of activities completed; the other half is determined by exam results.

The testing process involves two stages: a pretest and an exam. The pretest is available to students during the week before an exam in order to give them an opportunity to gauge their mastery of the material, to reduce anxiety about the testing process, and to give them practice in answering various types of questions.

The exams in *Physics 3* include more essays than multiple-choice qeustions and are based more on their experimental work than on material covered from the textbook.

Materials

Laboratory apparatus
Electronic kits for final projects
Tape recorders
Student instruction sheets
(A series of teacher generated instructions outlining the procedures for completing tasks, experiments, and activities)

Text: Hewitt, P.G. (1987). *Conceptual physics*. Reading, MA: Addison Wesley.

Laboratory Manual: Robinson, P. (1987). *Laboratory manual: Conceptual physics*. Reading, MA: Addison Wesley.

Computers
(Used as sensors and recording devices in experimentation and to generate graphs of data)

Laboratory Instructions
Electricity-Magnetism

In this section of the course, there will be various laboratory activities to choose from. For most of these, we will use the instructions given in the laboratory manual. You should read and discuss the instructions with your partners before beginning the experiment. Reading and discussing gives you a chance to think about what you are going to do, and helps you understand what you are doing.

In this section we will be doing experiments with electricity. It is essential that you follow procedures very carefully. If you do not understand how to connect something, ask your instructor. Electricity, like heat, is invisible. Both of them can harm you. Be careful about touching electrical devices. In addition, we will use equipment borrowed from the college. In some cases, the equipment is expensive and delicate. We must treat it with care.

In this section there will be more labs than in previous sections. You will need to come in, choose your group, and begin work quickly if you wish to complete all the experiments.

You will use the instructions in the laboratory manual to guide you through the labs. Your answers to the questions will be on separate paper which you will attach to the lab cover sheet. After you have finished the lab, you will write a brief summary of what you learned from the lab on this cover sheet. The first experiments will be:

Experiment 86 Static Cling page 275
To observe some of the effects of static electricity.

Experiment 87 Sparky, the Electrician page 279
To study various arrangements of a battery and bulbs and the effects of those arrangements on bulb brightness.

Experiment 88 Ohm, Ohm on the Range I page 283
To demonstrate the relationship between the current and the voltage across the resistances in series circuits.

Experiment 89 Ohm, Ohm on the Range II page 285
To determine the relationship between the current and the voltage across the resistances in series circuits.

Experiment 90 Ohm, Ohm on the Range 3 page 289
To determine the relationships among the voltages, currents, and resistances in a parallel circuit.

There will be other experiments available after you complete these basic ones. Good luck and enjoy them.

Laboratory Cover Sheet
Experiment: Static Cling

Name_____
Partners _____
_____

The instructions for experiment 86 are found on page 275 in your laboratory manual. After reading and discussing the instructions with your partners, fill out the "Purpose" below and begin the experiment. After completing the experiment, complete the "Summary Statement" and attach your answers and/or notes.

Special Note: Do not open the electroscope to adjust the position of the leaves. NEVER touch the leaves. Thank you.

Purpose:

Summary Statement:

Textbook Task
Chapter 32

Read the Concept Summary. Page _____.

List the Important Terms. Page _____.

Read the chapter. Keep track of the time it takes to read the chapter.

Number of pages _____

Total time _____.

Read the **Concept Summary**.

Explain the following in your own words on the back of this paper.

1. Describe Coulomb's law.
2. What is the difference between a conductor and an insulator?
3. Describe the various ways in which you can charge an object.

Answer the 10 Think and Explain questions on page 493 (not the Review Questions). These questions do not have a section number at the end. They require you to think about the ideas in the chapter and apply them to various situations. After you have completed these, both short and detailed answers will be available so that you can check your work.

Library Task
Electricity **Name**_____

The purpose of this activity is to find library information about an electrical device that you use in your everyday life. In this task you may use an encyclopedia, book, or magazine.

The object of this report is to find information that explains how things work. You may choose a radio, T. V. , tape recorder, motor, toaster, clock, computer, or any thing that uses electricity. You should read the information and make notes on how the device works. Do not copy the article for your report. Use your own language. In any kind of report, it is important to include the source (where you obtained the information).

The library should have magazines about science. If you need help, ask the librarian. Be sure to thank the person who helps you.

Source: (Name of publication, date of publication, author)

Notes: (Write your notes below and use the back of this paper for your report.)

Name _____

Physics Exam: Ohm's Law

PART 1:

During the past few weeks, we have been building circuits, making measurements, and learning about voltage, current, and resistance. Please write about what you have learned. Write as clearly and completely as you can. You may use your notes, papers, and textbook. The exam should be written in your words, not the textbook's words. Use sketches if they will make things clearer.

Some of the topics you may wish to write about are:

1. What is Ohm's law?
2. Define in your own words what current, voltage, and resistance are.
3. How do you measure each of them? What are the units? How do you hook up the meters in the circuit?
4. Discuss the experiments you did and what you learned about the relationship among voltage, current, and resistance.
5. You made two types of circuits: series and parallel. Discuss the differences between them.
   - How do you find the total resistance in each?
   - Compare the currents in each.
   - How are the voltages distributed in each one?
6. What does a graph of an inverse relationship look like?

PART 2:

The following are circuits for Ohm's law problems submitted by students. Solve them on your exam paper. Show your work. Answers alone will not receive credit. Some are harder than others. You do not have to do all of them. Solve as many as you can.

Computer Science: Logo

Course Outline

Logo is the name of a powerful and flexible computer language developed by Dr. Seymour Papert of the Massachusetts Institute of Technology. It is a language that is relatively easy to learn. It utilizes simple words of the English language to perform tasks. Students can begin using Logo effectively within minutes.

Logo is also a computer science course. As students gain proficiency in the language of Logo, they begin to develop important concepts in computer science as well as developing logical thinking and reasoning skills. In addition, Logo allows the user to program and draw graphics on the computer. These programs can be saved and modified later. The ease of using Logo gives students the opportunity to become comfortable working with computers in a non-threatening situation. Students gain confidence in using a computer language that gives immediate feedback.

After students learn the necessary information, they work to complete a project using that information. This experimentation occurs in the computer lab. They formulate hypotheses to solve the project and then they are given the opportunity to see if their hypotheses were correct. If they were not, they analyze their data (their program) and try to find out why they were in error (debugging). Students soon realize that this is a science course and that finding the solution to their project involves logical approaches to writing their programs.

Topics that are covered are:

1. What is a computer?
   things it can do
   things it can't do
   its use at school and at home
   review of specialized vocabulary words

2. What is computer science?
   definitions related to computer science
   misconceptions
   computer languages

careers in the computer field
review of vocabulary words

3. Introduction to Logo
   playing *turtle*
   basic *primitives*
   drawing figures
   geometric shapes
   review of specialized vocabulary words

4. Writing programs
   the TO_____command
   the SAVE_____command
   the LOAD_____command
   review of specialized vocabulary

5. Using colors
   changing the background, pen color, and palette

6. Using variables
   the : _____command
   polygons, circles
   the WAIT_____command

7. Coordinates
   Cartesian coordinates
   setting the x and y coordinates

8. The Tic-Tac-Toe Game
   the rules
   setting up the board
   programming the X
   programming the O
   playing the game

9. Printing with Logo
   writing sentences with Logo
   writing interactive programs with Logo

Strategies for Limited English Proficient Students

Logo is a language that uses approximately 200 words called *primitives*. These words are the student's way of communicating with

the computer. Some of these primitives are: FORWARD, BACKWARD, RIGHT, LEFT, SAVE, LOAD, ERASE, CLEARSCREEN, WAIT, SHOWTURTLE, SETPOSITION. Limited English Proficient students see the immediate meaning of these words as, for example, the *turtle* does exactly what the word states. Students must understand the meaning of the word in order to write programs that will function. When I introduce the *turtle*, I stand at the front of the room and act like a turtle. I have students write several words for my various types of movement and as they volunteer them, I only respond when I have heard the correct word. Students begin to appreciate that they must use the exact word if they want a response. (Students also begin to develop better keyboarding skills since they are aware that the *turtle* will not respond to a misspelled word.)

The course reinforces the comprehension of the words because every program uses the same words. In class, we discuss the concept of the *turtle's* movements and how each student's language has a word that means the same thing, but they realize that they have to learn the English word if they want the turtle to respond.

In class discussions about their projects, students must use these specialized words to explain their programs. They must have a good understanding of the terms if they are to solve the projects that are assigned.

Evaluating Student Performance

Student performance is evaluated using two major criteria: tests or quizzes and the projects completed in a timely manner. Quizzes are given at the end of each unit, and there also are a midterm and final exam. Students are given, on the average, a week to complete each project; points are taken off for each day that it is late. Students have the opportunity to utilize our tutoring room for practice on their own time. Every student must do this at least once.

Materials

Each of the projects utilizes information that had been discussed the previous week. One project has students interviewing people they know who have a computer to find out how they utilize their computers. Another project has them investigating the want ads for

jobs involving computers. Once they learn to start using Logo, each project requires the use of the *primitives* that were discussed that week, as well as those that were learned earlier. Each project requires minimal use of the *primitives*, but allows more motivated students to use their imagination to complete the projects. The projects involve various graphic pictures, with the major project being the programming of a self-played game of tic-tac-toe with a printed message at the end of the game.

Each student has use of a TANDY 1000 PC
Each student has his own Logo file disk
Each student uses an IBM Logo disk

Fundamentals of Mathematics 3

Course Description

The main focus of *Fundamentals of Mathematics 3* is to aid students in understanding, solving, and writing word problems. This course, therefore, attempts to guide students through these processes by having them develop and solve their own word problems. Throughout the course, there is an emphasis on collaborative group work.

Strategies for Limited English Proficient Students

Limited English proficient students often experience difficulty with word problems. The reasons for this may stem from:

1. Failure to understand the vocabulary
2. Failure to establish a relationship between words and numbers
3. Failure to understand what is being asked
4. Failure to realize that a problem may require more than one step to find its solution
5. Failure to understand the situation that is being described

Special strategies have been developed to acquaint limited English proficient students with problem solving skills. To familiarize students with word problems, students are introduced to them through a listening mode.

A simple word problem is read aloud. Students are asked to write the mathematical operation which is needed to solve the problem. At this point, solving the problem is not the goal. The idea is to acquaint students with the vocabulary and the corresponding mathematical operations. These words and their synonyms are discussed and a vocabulary list is developed. For example, the word *total* may signal the mathematical operation of addition. The students are asked to provide other words which may be used instead of *total*, for example : in all, altogether. By using an aural approach, students become acquainted with typical mathematical vocabulary. Although such an exercise stresses the mathematical vocabulary, care is taken to present it in context, that is, the vocabulary as it would appear in a typical word problem.

The next step is to make students focus on the questions in word problems. Students are often asked to read the questions first, and then read the problem. This helps the students focus on what is being asked, and students learn to disregard irrelevant information. This process is on-going and gives students time to understand the contextual meaning of each word as it appears in different word problems.

The language of word problems is often misleading to non-native speakers of English. Many sentences contain *givens* which are easily understood by native speakers of English, but which often baffle limited English proficient students. For example, I read the following word problem to the class:

Mrs. Aquino borrowed 3/4 of a cup of flour and she returned 1/2 of a cup. How much does she still owe?

After reading the problem aloud, I then asked the class to identify the action and to describe where the problem takes place. I received many different responses including, "It takes place in the supermarket," and "She bought flowers at a florist." The words *borrowed* and *flour* were then explained and homonyms were presented in sentences to help the students understand the definitions.

Word problems can provide a wealth of language activities for the math teacher. Many of the daily situations that are described in word problems can be used as a means to elicit dialogue in order to further language development. The teacher may pose questions to the class as a means of clarifying as well as assessing students' understanding of a particular situation. For instance, a problem may be presented as follows:

> Mary went shopping. She bought six pencils for 59 cents and two notebooks for 49 cents each. If she had $5.00, how much change did she receive?

The teacher can ask the following questions:

1. Where does the action in the problem take place?
2. What are the different jobs at a supermarket?
3. What is the job of a cashier?
4. What is the name of the machine a cashier operates?

These questions give the students a point of reference that allows them to see the practical applications that are involved in the situation described.

The same problem could be expanded or reworded to include the following:

> Make believe you are a cashier. Give the change to the customer. Name the coins that you would give to the customer.

Classes at The International High School are heterogeneously grouped, which means that many levels of English proficiency can be found in a classroom. In order to encourage students to speak, a unit was developed so that students would collaborate with each other. This unit was developed to guide students through the process of writing word problems. This unit created dialogue and collaboration among the students as well as between the teacher and the students.

The problem solving unit also used drama concepts. The materials needed are three small paper bags separately labeled *characters, theme,* and *plot*. Initially, each paper bag is filled with proper nouns, common nouns, and pronouns. The paper bag labeled *theme* is filled with names of places and prepositional phrases. The paper bag labeled *plot* has the mathematical operations - addition, subtraction, multiplication, and division.

The students work in groups of four or five. Each student chooses a strip of paper from each of the paper bags. Students are encouraged to write a simple sentence using the character and the theme. If individual students are unable to do this, then the group is called upon to help. A good way to expand vocabulary is to have students think of possible words that could describe the relationship between the character and the theme. The next step is to get students to use a number fact and write a question which would lead to a solution. Students must work out the problem and discuss the solution with the group.

By working in a group, the frustration of working alone to solve a problem is reduced. Although every student receives support from the group, each student has the freedom to work independently. Having students actively compose problems enables them to better understand the nature of solving word problems. The ability to create a word problem allows the students to become familiar with the

components of word problems such as facts, key words, questions, and distractors. Learning mathematical terminology is reinforced when students re-read and edit their own and each other's problems.

Evaluating Student Performance

The Fundamentals of Mathematics course prepares students for the Regents Competency Test. During this cycle, a variety of math skills are presented to the class. Throughout the cycle, students work collaboratively in small groups. As students complete assigned units of work, teacher-made tests are administered. The final project of the course is to write a word problem and present its solution to the class.

The immediate result of this course has been that students are filled with enthusiasm as they ask many questions of the teacher as well as of each other. The lasting effect is thatstudents are eager to continue taking math courses.

Materials:

The materials in Fundamentals of Mathematics 3 were compiled from many sources in order to provide variety in the word problem sequence. To facilitate the understanding of basic word problems, they were divided into the following categories:

1. Simple one-step problems
2. Complex two-step problems
3. Consumer problems

Math textbooks offer a wide variety of word problems. Of course, the selection of word problems for a limited English proficient population is very important. The problems selected should be interesting and relevant to the particular student population. The following books provided examples of problems to use in the classroom:

N. Y. C. Board of Education. (1981). *Fundamentals of mathematics : Part I.* (experimental ed.) . Brooklyn, NY: Author.

N.Y.C. Board of Education. (1981). *Fundamentals of mathematics : Part II.* (experimental ed.) . Brooklyn, NY: Author.

Echaore, S. , & Roderman, W. (1985). *Solving word problems: Math in action.* Hayward, CA : Janus .

Schenk, B. , & Fondulas, P. (1982). *G.E.D. : Cambridge exercise book for the mathematics test.* New York : Cambridge Book Co.

Student Government

Course Description

Student Government is a course for elected representatives of the houses of The International High School at LaGuardia Community College. The President, Vice-President, Treasurer, and Secretary also serve in Student Government. They are elected in school-wide elections each spring. The course meets for one period per day and treats issues that affect the school. These may include social, economic, political, and external matters.

Some examples of the issues with which *Student Government* has dealt are:

How can relations with Middle College High School be improved?
How can relations be developed with the LaGuardia Community College Student Government and the LaGuardia community in general?
How can problems which arise between or among members of The International High School community be dealt with in a peaceful and productive manner?
How can a party for the school be planned and actualized?
How can the desires of different ethnic groups for different styles of music at a school-wide dance be satisfied in an equitable fashion?
To what extent are Student Government members responsible for the actions of all the members of our community?
How should Student Government relate to the faculty and staff of The International High School?
What properly belongs in The International High School Constitution?
How can Student Government be managed increasingly by the student members of our community?

Student Government is a near-ideal course for second language learners. It involves real issues, real language, real products, and some form of real emotional commitment. This latter exists because members must be democratically elected and hence must risk submitting their names for evaluation through the election procedure to the other student members of the community. During previous

cycles when this group had met as a class, they dealt with such real issues as drafting a school constitution, including an inspiring preamble, planning a dance, working with a faculty member to plan a trip, and discussing the functioning of The International High School in relation to the larger community. They also dealt with a minor school emergency.

The real work involved is the same that any government needs to do. This includes learning how to conduct meetings, arriving at consensus, reporting to constituents on a regular basis, maintaining a written record of the meetings, purchasing necessary materials, becoming involved in "diplomatic" missions to other governments, and maintaining relations with constituents and others in the larger community setting.

A question may arise concerning the level of language used. This is at the level of the students involved. Because of the nature of the school, all business is carried on in English with translation available from other members, if needed. When governmental function necessitates the introduction of a new word, such as *preamble*, students are asked to present their ideas and a suitable meaning is developed. After the first cycle of Student Government, several students commented that the language often seemed a little difficult. They added, however, that as the cycle progressed and as individual discussions also evolved, it became possible to understand increasingly larger portions of the discussions.

The final "reality" of Student Government is that it is a model of democratic government. What better way to become involved with the processes and theory of democratic government than to be involved in that government? What better way is there to introduce immigrant students to American citizenship and American government?

Lastly, there are marvelous opportunities in this course for challenging students on all the cognitive domain levels of Bloom's Taxonomy. Students must follow the basic conversations, which involves usage of the memory and translation levels. They know they must participate, which entails use of the application and analysis levels. They must also make decisions regarding many issues and solve problems in a new way. This involves the use of the evaluation and synthesis levels.

Strategies for Limited English Proficient Students

Many of the strategies are implicit in the course itself. The emotional commitment needed, the realness of the course, and the need to use language to accomplish tasks are, in and of themselves, strategies worth noting. Additionally, there are ways to better enable students to develop their abilities: linguistic, cognitive, and affective.

1. The class provides an opportunity for realness. For limited English proficient students, and probably for any adolescents, this is an important concept. The teacher/advisor of this course does not have to seek ways to relate things to students' lives because the function of the class is to cope with the real issues of the community. Thus, the "strategy" of realness is a given in this course. This means that students are involved in something other than an abstract which is symbolized by an abstract called language. For specific examples of the questions involved, please see the opening paragraphs of the course description.

2. Emotional commitment is often difficult to achieve in a class because of the seeming remoteness of the course content. This can be especially true if one chooses to follow a printed textbook. By their very nature, these must be designed for the realities of a wide variety of people, albeit they may seemingly be targeted toward a particular group. In the Student Government course, youngsters have to self-select to take the course; they choose this course not primarily because of any thought of the English they might learn through their studies, but rather because they wish to become more involved in their school community. The need to be elected means that they have to literally act with the courage of their convictions, place their names into the public arena, and face the possibility of losing an election. This is a strong form of emotional commitment. T[illegible] motivation for something other than language growth h[illegible] insure strong involvement and predisposition to learning/[illegible]quiring English.

This commitment is also evident in their concentration and involvement in the class itself. They must speak, listen, and, to a lesser extent, read and write in order to fulfill their responsibilities as elected representatives of their school or individual houses. This constant public exposure tends to prod

continued emotional commitment to do better, appear more competent, and develop better skills.

3. There is a need in the course for students to use language to do something. They do not need to exhibit anything for the teacher to evaluate in order to obtain a grade. They need to use language to accomplish tasks in which they are involved and committed. They force themselves to function at the furthest challenge of their language abilities because of their intense desire to insure that others understand them. It is difficult to persuade others of one's position, yet this act is as important as the position itself.

4. *Hamming it up* is a strategy I have used for a long time without identifying it as such. Yet it is an important strategy. Even in a course such as this in which I serve as an advisor and must often listen without interrupting the flow developed by the students, there is a constant need to remember that they are adolescents. To simply say something is important and not dramatize it in some form communicates the *lack* of importance of that item.

For example, it appeared important to me to dramatize, through *hamming it up,* the importance of reasonable behavior in the school. This includes such obvious items as not fooling around rambunctiously in the halls, not fighting, not bringing trespassers into the building. Simply listing this without the emotional concomitant would not have been particularly effective in moving students to examine their positions, take a firm stand, or consider acting on the issues. The *hamming it up* entailed acting a dramatic moment in the school with all the theater dynamics I could muster. These include voice dynamics, pace, intonation, carefully chosen words, gestures, facial expressions, questions, dramatic incidents, and a strong reminder concerning the importance of these communicative devices. I needed to be passionate without sounding like a didactic lecturer reciting a code.

Limited English proficient students are learning the language with all its nuances. They need to have the nuances "un-nuanced," made patently obvious without being didactic, so that the meanings of the words and the subtleties of the language are all there to be examined.

5. I respond to the needs of the class. This does not mean that I have no agenda, no plan, no goals, no purpose. It means that, within the context of the validity of what I have as my agenda, I work with students so that I can have them reach the goals as expediently as possible. If it seems I have misjudged, I alter the goals to something more suitable. Often, it is not the goals that I alter, but rather the tactics for achieving them because of the nature of the class.

6. Students receive as much responsibility as they can handle, both individually and as a group. As a group, I work with the Student Government body to help it assume as much responsibility for what goes on in our community as possible. This assumption of responsibility has involved discussion of "emergency" situations and possible responses, taking necessary action, assumption of a great deal of the responsibility for running a successful social event, selection of their standing committee members, development of an agenda for their standing committees, and committing themselves to completing the steps, in small stages, toward their stated goals. This means that each week they select a target for the following week's report to the Student Government. The target activity to be completed might be as simple as making a phone call, or as complicated as the distribution of tasks by the Treasurer to the members of the Financial Committee so that the tasks of ticket sales and funding for the next social event can be accomplished more efficiently. Finally, evaluation is a responsibility given to members by me. Evaluation extends to their own grades as well as to those of their peers.

With the increased responsibility comes an increase in involvement and self-confidence. For example, one student who last year would not submit the evaluation form, submitted the form minus the specific grade request. I evaluated the form and wrote this message: "On your report card there will be a blank square for your grade. Please consider the other factors, evaluate yourself, and write in your grade. Bring me the card for my initials. Thank you." The student wrote in an appropriate grade and brought the card to me for my initials.

Course Objectives

There are only two objectives for this course. They constitute the target behaviors and products toward which I want the students to move. These objectives are:

1. The members of Student Government will become increasingly able to accept greater responsibility for guiding the class and fulfilling tasks. This will be demonstrated through their ability to plan for subsequent meetings, to complete independent committee task assignments, and to begin to generate the tasks that committees need to accomplish in order to fulfill stated Student Government aims.

2. Student Government members will become increasingly able to differentiate their personal interests from those of their constitutents and those of the school community as a whole. This will be shown through their use of conversational statements like: "For myself. . . ," "for x th graders. . . ," "I think the school needs . . . ," and "I don't know what others would like, but I would like. . . ."

Evaluating Student Performance

Evaluation is a process of thirds. Students write an essay requesting a specific grade including reasons for this request. The class completes a form evaluating peers in four areas and adds a brief comment. I contribute a third based upon my observation of students' growth in areas of responsibility, independence, and ability to function with peers in this setting.

The essays students write about themselves contain answers to such questions as: What have they contributed to Student Government? What have they learned about democratic government? What have they learned about themselves? I evaluate students' essays plus the sheet they complete concerning their peers. I use this as an opportunity to respond to their perception of others and their perceptions of themselves. The range of possibilities is wide. Some are very acute in analyzing both themselves and others, while some are accurate in only one area. Occasionally, a student is inaccurate in both areas. I grade the essay and sheet as one required written assignment.

The sheet which students use to evaluate their peers contains columns listing specific areas for consideration, such as attendance and punctuality (visible signs of responsibility), contributions to the class, and participation. There is also a column for students' comments. I use an average of what the students say about a peer to arrive at the student-given portion of the grade. It is interesting that when all of the evaluations are analyzed and averaged, the estimate is fairly accurate. Combined with my own input and the student's input, the grade, generally, is quite fair.

There is often some grumbling. This frequently takes the form of students failing to ask for a grade, avoiding the handing-in of the sheets, or making brief statements to the effect that they are the students and I am the teacher and, therefore, it is my job to evaluate them. When this occurs, I respond either in personal conference or by returning their written materials to them, explaining that Student Government is not a class of that type. I explain that it is a governing body of a community in which people need to develop many abilities, including the ability to evaluate the work of their peers and themselves. This has been accepted and usually there is some change of behavior within the class or a change on the next evaluation form which is submitted, either at the end of that cycle or the following cycle.

Teacher Evaluation

This is simple, in theory. The teacher is successful to the extent that the students meet the objectives of the course. This assumes that the objectives are reasonable. I know I have been successful when students conduct longer sections of meetings themselves, stay on issues longer and more intensely, are willing to compromise, reach creative solutions to problems, do their self-designated or group-designated work on time and well, are able to examine matters in a more sophisticated manner, and complete increasingly complex tasks. For example, the Social Committee fulfilled many more of the dance organization tasks this time than they had been able to do previously.

The objectives I have for this course are, in the main, the basic objectives I have for every student in every course: to permit me to walk with them during this phase of their life's journey and to help them to develop as rapidly and as extensively as possible for them in the affective and cognitive domains. In Student Government, this involves the completion of various tasks as indicated above.

Course Materials

I have included several items below that I have produced for the course. I have not produced a great amount of material because the course is largely designed so that students will produce the material. Some of the materials they have produced include an initial draft of the school constitution, a work schedule for their Halloween dance, a financial record book, and the necessary agenda.

Title: Crisis Management

Introduction:

The word *crisis* means an emergency, an event that requires action to help people. In our school we have some crises, just as people do in other schools and in other places in the world and in their lives. As members of Student Government, it is important that you learn how to deal with some crises. You are leaders in this school and models for other students.

This lesson is the first of several that will help you to:

1. recognize a crisis
2. respond quickly and correctly to help people

Definition:

A *crisis* is an emergency. When we think of an emergency, we think of things that are harmful to people. We think of automobile accidents, fights, arguments, etc. The Chinese, however, add something to the definition of crisis that we must all keep in mind.

Crisis is represented in Chinese by a symbol that means danger *and* opportunity. A crisis has danger in it. It also has opportunity to help people change to be better people.

Remember that when you meet a crisis there are two factors present. They are

_____ and _____

The Crisis We Will Study

There are different kinds of crises. The kinds that I wish to start to work with you on are the following:

a. A fight between two students
b. A student who always seems to be alone
c. A student who cuts or is truant

In each crisis, there are two rules that you must remember. These rules are:

1. You must protect yourself and keep yourself safe if you are to help others.
2. You act only in ways that help the crisis calm down. If in doubt, your first action is to get as many teachers as possible to the scene of the crisis. If there are no teachers around, go directly to a security guard. If there is no security guard around, go to any office and ask to use the telephone. Dial 5555 for the Security Office.

Let's Review: Please do this exercise now.

1. Why is Rule 1 the very first rule of Crisis Management?
2. Why do I write the information in Rule 2?

Please write the answers on the back of this page.

Dear Member of Student Government:

Yes, it's that time of the cycle again . . . evaluation reports. Please write an essay requesting the grade you believe you deserve in this course. Please be sure you give the essay to me NO LATER THAN PERIOD 8 on Friday, October 23, 1987. Please include the answers to as many of the following questions as seem reasonable to you in your essay:

1. Name_____
2. What grade are you asking for?
3. When you explain why you are asking for this grade, please include the answers to as many of the following questions as seems reasonable to you. Feel free to add any additional information you wish.
    a. What have you contributed to Student Government so far this cycle?
    b. What have you done that will benefit our school community this cycle?

c. What have you learned about yourself so far this cycle?
d. What have your learned about Student Government so far this cycle?
e. What have you learned about democratic government so far this cycle?
f. What is an important goal that you want to achieve for yourself in Student Government during the remainder of this cycle? Why?
g. Anything else?

Thank you.

Title: Peer Evaluation

Introduction and Directions:

Below is a list of the members of Student Government. For each member, including yourself, please fill in an evaluation letter in each column. Please complete this information and return this shett to me no later than Friday, October 23, 1987.

Please do this work yourself. In addition, please do not ask other people what they are grading you. The purpose of this form of work is twofold:

1. It gives information to you and to me concerning your views of the people you are working with. Last year, this information helped raise several grades.
2. It gives me some idea of your thoughts concerning other members of Student Government, your expectations of others, and your ideas about your relations with others in the class.

Thank you.

Name	Attendance Punctuality	Contri-butions	Class Participation	Comments